Breckinridge County
District Audit Report

01/25/2009 - 01/30/2009

District Audit Executive Summary

Breckinridge County School District

1/25/2009 - 1/30/2009

Janet L. Meeks, Superintendent

Introduction

The Kentucky Department of Education conducted an audit of Breckinridge County School District during the period of 1/25/2009 - 1/30/2009. This district's last combined accountability index was 81.3 and its classification was Non-Classified. Here are the most relevant facts and next step recommendations from the audit.

District Deficiencies and Next Steps in Supporting its Low-Performing Schools

1. Deficiency	District leadership and stakeholders have not created a culture of high expectations for all students, staff and families.
Next Steps	Leadership should immediately develop and implement an intentional process to create a culture of high expectations for all stakeholders. All certified and non-certified staff, parents and students should be held accountable for increasing proficiency for all students. District and school leadership should foster a sense of community collaboration that includes high expectations among families, community leaders and staff.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	District leadership does not use results of all assessments to improve classroom practices and monitor student achievement in all schools.
Next Steps	District instructional leaders should work directly with school leaders and teacher teams to clarify purposes and expectations for the use of relevant student assessment data (e.g., Measures of Academic Progress, common assessments, SuccessMaker Enterprise, and student work). Among these purposes, district leadership should expect schools to use student data to plan and modify instructional practices that will ensure continuous improvement in student achievement. The district should monitor how teachers set and meet achievement goals and establish benchmarks for individual students and student groups. School and district leadership should help teachers use assessment results and student work to determine appropriate intervention strategies for struggling learners. District leadership should ensure that assessments do not duplicate purpose, scope and frequency.

District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	District leadership does not have a systematic process to ensure all teachers in all schools use effective instructional practices.
Next Steps	District leadership should establish policies and procedures to ensure all teachers use varied and differentiated instructional strategies that engage all learners in challenging and student-centered learning activities. District leadership should develop a formal walk-through document for all district and school administrators to use that will provide common focus and consistency in classroom observations. District and school administrators should be trained in best practices of effective and varied teaching strategies to provide timely, meaningful and relevant feedback to teachers regarding observed classroom practices. Walk-through data should be collected and analyzed frequently to modify instructional practices that meet the unique learning needs of all students.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The district does not have a fully aligned curriculum in all schools.
Next Steps	District leadership should ensure that all curriculum documents and maps are fully aligned to Kentucky's Combined Curriculum Documents. The district leadership should provide opportunities for school leaders and teachers to meet frequently to review and revise curriculum documents to ensure alignment between and within grade levels P-12.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	District leadership does not monitor the impact of all fiscal, human and time resources for the purpose of measuring the impact on student achievement.

Next Steps	District leadership should develop a clear process of monitoring resources that goes beyond meeting local, state and federal guidelines. District and school leadership should have a clear understanding of the impact of individual resources on student achievement. Questions to ask are: "Which reading program produced the greatest gains?" and "Which teaching strategies had the greatest impact on math achievement?" New programs should not be incorporated into the districtwide curriculum until impact studies have been conducted and analyzed.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Breckinridge County

KDE 2009 District Audit Report

At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

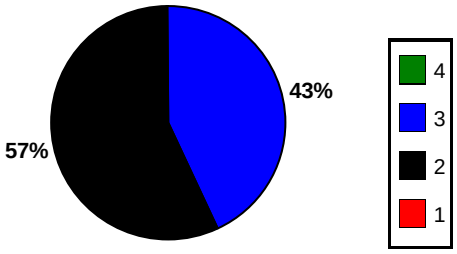
3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation

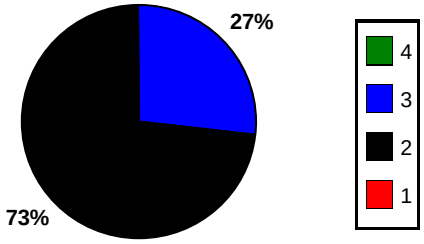
Standard 1 - Curriculum

Total Indicators: 7



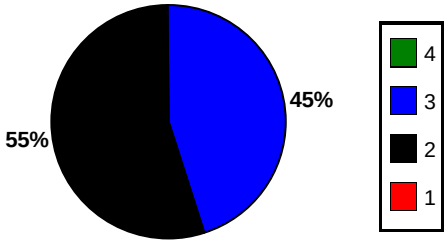
Standard 4 - School Culture

Total Indicators: 11



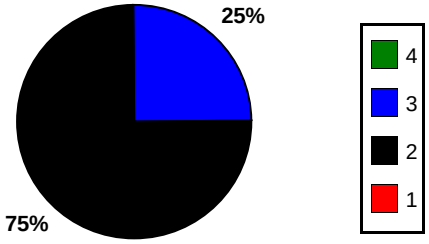
Standard 7 - Leadership

Total Indicators: 11



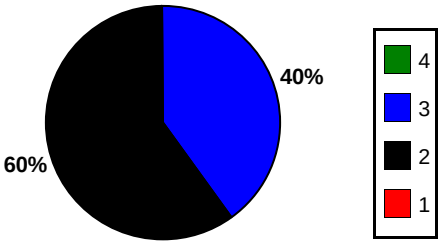
Standard 2 - Classroom Evaluation/Assessment

Total Indicators: 8



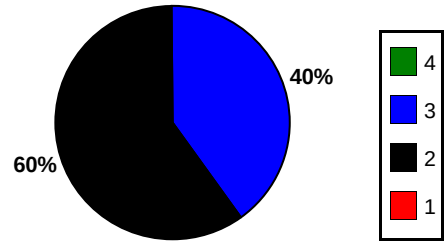
Standard 5 - Student, Family and Community Support

Total Indicators: 5



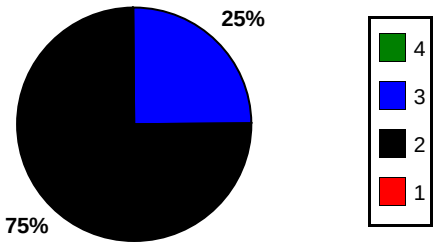
Standard 8 - School Organization and Fiscal Resources

Total Indicators: 10



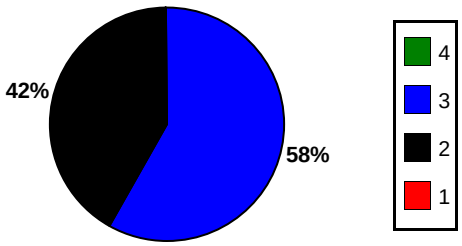
Standard 3 - Instruction

Total Indicators: 8



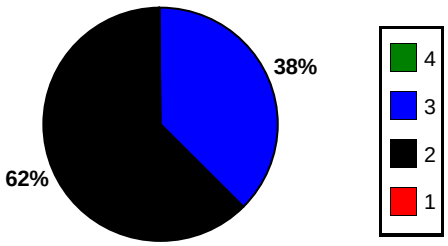
Standard 6 - Professional Growth, Development, and Evaluation

Total Indicators: 12



Standard 9 - Comprehensive and Effective Planning

Total Indicators: 16



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Breckinridge County

Standard - 1 - Academic Performance

Curriculum

1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations

1.1b District initiates, facilitates discussions among schools regarding curriculum standards

1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps

1.1d Evidence of vertical communication, intentional focus on key curriculum transition points

1.1e School curriculum provides specific links to continuing education

1.1f Systematic process for monitoring, evaluating and reviewing curriculum

1.1g Curriculum provides access to a common academic core

Standard - 2 - Academic Performance

Classroom Evaluation/Assessment

2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content

2.1b Teachers collaborate in the design of authentic assessment

2.1c Students can articulate what is required to be proficient

2.1d Test scores are used to identify curriculum gaps

2.1e Assessments designed to provide feedback on student learning for instructional purposes

2.1f Performance standards communicated, evident in classrooms, observable in student work

2.1g Assessment and Accountability Program is coordinated by school and district leadership

2.1h Samples of student work are analyzed

Standard - 3 - Academic Performance

Instruction

3.1a Evidence that effective and varied instructional strategies are used in all classrooms

3.1b Instructional strategies and learning activities are aligned

3.1c Instructional strategies/activities are consistently monitored...diverse student population

3.1d Teachers demonstrate content knowledge

3.1e Evidence teachers incorporate the use of technology

3.1f Instructional resources are sufficient to deliver the curriculum

3.1g Teachers examine and discuss student work

3.1h Homework is frequent and monitored, tied to instructional practice

Legend

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Standard - 4 - Learning Environment

School Culture

4.1a Leadership support for a safe, orderly and equitable learning environment

4.1b Leadership creates experiences that all children can learn

4.1c Teachers hold high expectations for all students

4.1d Teachers, staff involved in decision-making processes regarding teaching and learning

4.1e Teachers accept their role in student success

4.1f School assigns staff...opportunities for ALL students

4.1g Teachers communicate regularly with families

4.1h Evidence that the teachers and staff care

4.1i Multiple communication strategies...to all stakeholders

4.1j Evidence that student achievement is highly valued

4.1k The school/district provides support...needs of all students

Standard - 5 - Learning Environment

Student, Family and Community Support

5.1a Families and the community are active partners

5.1b All students have access to all the curriculum

5.1c Reduce barriers to learning

5.1d Students are provided opportunities to receive additional assistance

5.1e School maintains an accurate student record system

Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation

Professional Development

6.1a Support for the long-term professional growth of the individual staff members

6.1b The school has an intentional plan for building instructional capacity

6.1c Staff development priorities..alignment..goals for student performance

6.1d Plans for school improvement directly connect goals for student learning

6.1e Professional development is on-going and job-embedded

6.1f Professional development planning connect student achievement data

Professional Growth and Evaluation

6.2a Clearly defined evaluation process

6.2b Leadership provides the fiscal resources for the appropriate professional growth

6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency

6.2d A process of personnel evaluation which meets or exceeds standards set in statute

6.2e The school/district improvement plan identifies specific instructional leadership needs

6.2f Evaluation process to provide teachers..change behavior and instructional practice

Standard - 7 - Efficiency

Leadership

7.1a Leadership has developed and sustained a shared vision

7.1b Leadership decisions focused on student academic data

7.1c All administrators have a growth plan

7.1d Evidence that the leadership team disaggregates data

7.1e Leadership ensures all instructional staff...access to curriculum related materials

7.1f Leadership ensures that time is protected...instructional issues

7.1g Leadership plans and allocates resources

7.1h School/district leadership provides policy and resource infrastructure

7.1i Process for the development and the implementation of council policy

7.1j SBDM council has an intentional focus on student academic performance

7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency

Standard - 8 - Efficiency - School Organization and Fiscal Resources

Organization of the School

8.1a School is organized...use of all available resources

8.1b All students have access to all the curriculum

8.1c Staff are allocated based upon the learning needs of all students

8.1d Staff makes efficient use of instructional time

8.1e Staff...planning vertically and horizontally across content areas

8.1f Schedule aligned with the school's mission

Resource Allocation and Integration

8.2a Clearly defined process (in accordance with the school council allocation formula)

8.2b Budget reflects decisions directed by an assessment of need

8.2c Councils, school boards analyze funding and other resource requests

8.2d Resources are allocated and integrated to address student needs

Standard - 9 - Efficiency - Comprehensive and Effective Planning

Defining the School Vision, Mission, Beliefs

9.1a Collaborative process used to develop the vision, beliefs, mission

Development of the Profile

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning

Defining Desired Results for Student Learning

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined

Analyzing Instructional and Organizational Effectiveness

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity

Development of the Improvement Plan

9.5a Steps for school improvement aligned with improvement goals

9.5b Plan identifies resources, timelines

9.5c Evaluating the effectiveness of improvement plan

9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results

Implementation and Documentation

9.6a Plan is implemented as developed

9.6b School evaluates the degree to which it achieves the goals and objectives for student learning

9.6c The school evaluates the degree to which it achieves the expected impact

9.6d Evidence of attempts to sustain the commitment to continuous improvement

Recommendations to the Commissioner of Education

The district audit team submits these recommendations to the Commissioner of Education as required by KRS 160.346:

The school council should

District Responsibility

Pursuant to Kentucky Administrative Regulation, 703 KAR 5:130, the school district must adhere to the following:
(excerpt from 703 KAR 5:130)

Section 6. A local school district shall address the following areas in its school support plan:

(1) Instructional leadership shall include evidence that the local school district provides:

(a) Instructional staff access to curriculum-related materials and training necessary to use curricular and data resources relating to the goals for Kentucky public schools established in KRS 158.645 and 158.6451 and the academic expectations established in 703 KAR 4:060 and the school's performance trends, which include state assessment data and other student achievement performance measures identified by the district;

(b) A professional development planning process that results in training activities provided for the certified staff within the goals established in KRS 158.6451 and the local needs assessment required in 704 KAR 3:035, annual professional development plan. The district shall include evidence that it equitably and effectively distributes professional development resources and has designed a district professional development program based on student achievement data; and

(c) A structure for instructional improvement including evidence that the local school district is actively supporting a systematic, school improvement planning process involving appropriate stakeholder groups, including parents, business representatives, and the general public, and the district is using all available and appropriate data;

(2) Financial services and support shall include evidence that district resources have been distributed to each school equitably and consistently in accordance with the requirements of 702 KAR 3:246, School council allocation formula. The district shall also demonstrate that decisions about discretionary funds and other available resources not included in the school allocation formula are directed by an assessment of need or a required plan, all of which are data driven;

(3) Safe and secure instructional facilities shall include evidence of adequate and equitable maintenance of facilities. In addition, safe and secure instructional facilities shall include evidence that the school district has reviewed and assisted in the implementation of the school-based safety plans dealing directly with issues related to discipline and a safe school environment; and

(4) An effective certified employee evaluation program shall include evidence that the evaluation of the principal and certified staff has been implemented in a regular

and timely manner consistent with the district's approved evaluation plan submitted under KRS 156.101 and that the evaluation process focuses on improving instruction.

Focus on Student Academic Performance

The district scholastic audit report contains many important findings district leadership should review. It will be the task of district leadership to read and prioritize the results from this report to plan for improving student performance.

Carefully read the scholastic audit report for each school that triggered the district audit. Consider the implications of the report for each school's work and policies.

Build greater understanding of new approaches to professional development and address the ways that stakeholders will have to work differently to improve instruction.

Identify the implications of this report for stakeholders.

Acknowledge and address the fact that current practice does not provide adequate opportunity for teachers and principals to carry out the demands of their work to ensure student success.

Kentucky Department of Education

District Audit Summary Report

Breckinridge County

School District

1/25/2009 - 1/30/2009

Introduction

The Kentucky Department of Education conducted an audit of Breckinridge County School District during the period of 1/25/2009 - 1/30/2009. This district's last combined accountability index was 81.3 and its classification was Non-Classified.

The district audit team activities included a review of the documents collected for the district portfolio and profile as well as formal interviews and informal discussions with principals/assistant principals (08)teachers (22), students (23), parents (22), school council members (05); guidance councilors (04); curriculum specialist (05); classified staff (02)central office certified staff members (08), central office support staff members (02), school board members (03), and the superintendent.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. All collected data were considered in the development of this report.

The district audit team report was based upon examination of the documents provided in the district portfolio, interviews and on-site experiences and observations of the audit team. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Jack B. Musgrave - District Administrator. The other team members were: Rolanda Renee Bledsoe - Highly Skilled Educator; Cynthia Lawson - Highly Skilled Educator; Dawn Tarquinio - Highly Skilled Educator; Carol Marie Edelen - Parent; Carolyn S. Falin - Building Administrator; Sharon Baker Knight - Higher Education Representative; Gayle Short Musgrave - Teacher; Jean Crowley - Parent; Akeel Hasan Zaheer - Parent; Henry G. Marks - Higher Education.

Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of committee meeting minutes and agenda, curriculum documents, curriculum maps, eWalk data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, perception survey results, school council meeting agenda and minutes, school council policies and bylaws, school guidance plan and trophy cases

Interviews with assistant principal, classified staff, counselor, curriculum resource specialist, parents, school council members, students and teachers

Observations of cafeteria, classrooms and common areas

Performance Rating 3

1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

The district facilitates discussions between curriculum specialists at all schools to ensure that each grade level follows the district curriculum. District leadership initiates discussions among school staffs concerning vertical alignment to eliminate gaps and overlaps in the curriculum. Transition meetings occur for grades five and six and for grades eight and nine to eliminate unnecessary overlaps and gaps in the curriculum. The district facilitates discussions between special education teachers and regular education teachers during collaboration days.

1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Feeder schools share student needs and academic information with the guidance counselors of the receiving school. Key academic transition points are addressed between grade levels and between schools. Fifth and eighth graders are invited to attend middle and high school assembly programs to aid in transition from elementary to middle school and middle to high school. Sixth grade teachers, and occasionally students, are invited to attend Parent Teacher Organizational meetings to address parent concerns about their students' transitions to middle school. Transition meetings occur for grades five and six and for grades eight and nine to address key transition points and to make modifications to the curriculum map.

1.1e The school curriculum provides specific links to continuing education, life and

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 3

career options.

The curriculum of all schools has an intentional focus on continuing education and life and career options across the district. District leadership ensures that leadership of all schools implements a curriculum that provides opportunities for application of life skills through programs such as Gaining Early Awareness and Readiness for Undergraduate Programs, Junior Achievement, Financial Peace for the Next Generation, Steven Covey's "Seven Habits of Highly Effective Teens" and through guidance activities, which prepares students to be self-sufficient and productive adults. The district ensures that Individual Learning Plans are developed collaboratively by students, parents and advisors in grades 6-12.

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1/25/2009 - 1/30/2009

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

1.1a There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.

District leadership ensures that curriculum documents are based on some of the current standards contained in the Academic Expectations, Kentucky Core Content for Assessments, Transformations and the Program of Studies. The high school uses the Kentucky Association of School Councils checklist, which is aligned to the Core Content for Assessment but it does not include the Academic Expectations, or the Program of Studies. The middle school has a curriculum document that outlines the units to be taught at each level. However, the outlines are not clearly aligned to the Academic Expectations, Core Content for Assessment, Transformations or Program of Studies

1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

The district initiates and facilitates the development of some curriculum alignment documents. The district facilitates curriculum meetings with the elementary schools across the district during early release days. District monthly meetings for curriculum specialists are focused on common assessments and curriculum alignment. There have been some opportunities for discussion and planning for vertical alignment among feeder schools.

1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The District has a written curriculum policy and reviews school council policies to ensure that all schools have adopted a curriculum policy. Curriculum specialists from each school meet regularly to discuss curriculum issues. However, there is limited development of clear procedures to ensure that the monitoring, evaluation and revision of the curriculum occurs at every school in the district.

1.1g The curriculum provides access to a common academic core for all students.

District leadership expects all students to have access to a common academic core, but there is no process to ensure that all students actually enroll in those classes.

Kentucky Department of Education

District Audit Summary Report

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

Summary of recommendations in: **Academic Performance**

Standard 1 Curriculum

The district leadership should review and monitor the creation and implementation of all the curriculum in all schools.

District leadership should ensure that all school curriculum documents are aligned with Kentucky's Combined Curriculum Documents.

District leadership should take the lead in involving all schools in designing a common core curriculum for use districtwide.

Resources:

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm

Core Content for Assessment 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/ Core+Content+for+Assessment+4.0/default.htm

Jacobs, H. H. (2004). Getting Results with Curriculum Mapping. Alexandria, VA: Association for Supervision and Curriculum Development.

SISI Toolkit Standard 1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%201/Standard%201%20By%20Standards.htm

O'Shea, Mark R. (2005). From Standards to Success. Alexandria: VA: Association for Supervision and Curriculum Development.

Program of Studies. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+ Studies/default.htm

Standards-Based Curriculum Development Manual. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom assessments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, Implementation and Impact Checks, individual professional growth plans, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, needs assessment data, perception survey results, professional development records, rubrics, samples of classroom assessments, samples of student work products, samples of written correspondence to staff & stakeholders, school council meeting agenda and minutes, school council policies and bylaws, school event calendar, school mission, belief and vision statements, school/district safety plan and Student Performance Level Descriptors

Interviews with assistant principal, assistant superintendent(s), central office staff, counselor, district leadership, Extended School Services director/staff, local board of education members, parents, school leadership, superintendent and teachers

Observations of classrooms, media center and outdoor areas

Performance Rating 3

2.1d Test scores are used to identify curriculum gaps.

The district utilizes the curriculum specialists in each school to assist with Red Flag Analysis of data from state assessments. Data from multiple assessments such as Measures of Academic Progress, Scholastic Reading Inventory, Read 180 and Carnegie Math are analyzed by curriculum specialists and reported to district leadership monthly for the purpose of reducing curriculum gaps.

2.1g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

The district conducts the required training for all test administrators and implements the state Assessment and Accountability Program according to regulation.

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

District leadership provides all schools training and support for the use of common assessments to measure student achievement. Common assessments occur at regular intervals throughout the year. Curriculum specialists are assigned to each school and expected to lead staff in assessment practices that are aligned to the curriculum and Kentucky Core Content 4.1. Schools use a template to design common assessments that model those from the Commonwealth Accountability Test. Schools measure student performance using a variety of assessment sources such as Measures of Academic Progress; Scholastic Reading Inventory; Success Maker Enterprise; GRADE; and Dynamic Indicators of Basic Early Literacy Skills. District leadership expects schools to focus on constructing formative and summative assessments that are rigorous and challenge students to demonstrate high levels of knowledge. The superintendent meets with school leadership teams to discuss the need for developing policies, procedures and training that will build competence in the design and implementation of rigorous, authentic and aligned assessments in all classes in all schools. District leadership monitors classroom instruction through walkthroughs, but a schedule and clearly understood process are not fully developed.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

The district provides three days that schools can use for designing authentic assessment tasks. These days are also utilized for other tasks such as curriculum development and Red Flag data analysis. Elementary schools regularly design assessments collaboratively. Middle and high school staffs are only beginning to collaboratively design assessments. Teacher-designed assessments are not consistently monitored for rigor and appropriate Depth of Knowledge.

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

District leadership monitors classrooms in all schools. Teachers are expected to post their measurable objectives for the lesson and to use bell ringer activities and exit slips. District administrators conduct walkthroughs in all schools to look for these three activities but do not always monitor student

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

comprehension of what proficient work looks like in all content areas.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

District leadership reviews school use of multiple assessments. The Commonwealth Accountability Testing System calculator assists teachers in their analysis of assessment results. There are no specific district guidelines for staff to ensure that all students receive appropriate feedback on their performances.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

District leadership expects schools to communicate, display and use the student performance descriptors of Novice, Apprentice, Proficient, and Distinguished. The use of these descriptors is not evident in all schools nor regularly monitored by the district.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

District leadership communicates an expectation to school leadership that all teachers should analyze student work for the purpose of improving instructional practices and modifying curriculum. All teachers have not been trained in protocols for analyzing student work. Some teachers in some schools are modifying curriculum and instruction as a result of their student work analysis. There is no formal process to ensure student work is consistently analyzed in all schools to improve teaching practices and inform curriculum decisions that will result in improved student achievement.

Summary of recommendations in: **Academic Performance**

Standard 2 Classroom Evaluation/Assessment

District should develop formal procedures and practices to guide all teachers in the analysis of student work.

The analysis should be used by all teachers to modify instruction to positively impact teaching and learning.

District should develop a process to train and monitor school councils on procedures for reviewing assessment data for the purpose of understanding curriculum gaps and overlaps.

Resources:

Allen, D. & McDonald, J. (1992). The Tuning Protocol: A Process for Reflection on Teacher and Student Work. Coalition of Essential Schools. www.itag.education.tas.gov.au

Arter, J. A. (1996). Assessing Student Performance Professional Inquiry Kit. Alexandria, VA: Association for Supervision and Curriculum Development. http://ascd.org. http://shop.ascd.org/productdisplay.cfm?productid=196214

Assessment Blueprint. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/KDE/Administrative+Resources/Testing+and+Reporting+/CATS/Accountability+System/Blueprint+for+Kentucky+Core+Content+Test.htm?IMAGE=Search

Cawelti, G. (2004). Handbook of Research on Improving Student Achievement (3rd ed.). Alexandria, VA: Educational Research Service. http://www.ers.org/CATALOG/items.phtml?CA=Student%20Achievement%20and%20Learning

Combined Curriculum Documents. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm

Core Content for Assessment, 4.1. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.0/default.htm

eWalk walkthrough observations for schoolwide improvement, John Fields, Office of Leadership and School Improvement, Kentucky Department of Education, 502-564-4201.

Johnson, R. S. (2002). Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1

KCCT Coach. Triumph Learning.
http://www.triumphlearning.com/c/@36bvQ9ga_z4h./Pages/home.web?nocache@2

Marzano, R. J. (2000). Transforming Classroom Grading. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, comprehensive district improvement plan, comprehensive school improvement plan, curriculum maps, eWalk data, faculty meeting agenda, Implementation and Impact Checks, lesson plans/units of study, newspaper clippings/press releases, perception survey results, professional development records, school council meeting agenda and minutes, School Report Card data and school Web pages

Interviews with curriculum resource specialist, district leadership, school council members, school leadership, students and teachers

Observations of cafeteria, classrooms and common areas

Performance Rating 3

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

District leadership assists school leadership with resources and opportunities to align instructional strategies and activities. Curriculum specialists are provided for all schools. Middle and high schools have access to a state Assistance Support for School Improvement and Success Teams person. The district provides three release days to be used to analyze common assessments and address other instructional needs of the school.

3.1f Instructional resources (textbook, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

District leadership follows state regulations for all allocated council funding. District leadership implements a five year plan, which includes short and long term goals in the areas of curriculum and instruction, building and grounds, and textbooks and transportation. The superintendent meets with every school council to discuss individual school needs. These needs are presented to the school board which reviews the requests and allocates funding and support as available.

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

District leadership has recently begun to conduct walk-throughs at all schools for the purpose of monitoring instructional strategies (e.g., bellringers, exit slips, measurable objectives on the board, unit lesson plans). Neither a formal walkthrough document has not been developed nor has district personnel been adequately trained to perform walk-throughs with consistency or common purpose. The district has just recently begun to monitor the process; therefore, impact is not evident.

3.1c Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

District and school leadership has begun to conduct walkthrough observations which a focus on implementation of certain strategies (bellringers, unit lesson plans, exit slips, flashbacks, and open response strategies). The district has just recently begun to monitor this process and impact is not evident. Opportunities (planning periods, release days, planning period meetings, and collaboration meetings) are provided for teachers to plan and modify instruction to meet student needs.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

District leadership actively recruits highly qualified teachers in a timely manner by attending job fairs, contacting districts, advertising on REAP, and maintaining contact with area universities. The Transition to Teaching and Troops to Teachers programs also serve as options for recruiting teachers. Twelve teachers have obtained National Board Certification. District leadership encourages teachers to seek National Board Certification by offering a monetary incentive. District leadership tracks the number of professional development hours teachers obtain throughout the year but does not always ensure that the professional development is sustained or translates into challenging and motivating instruction resulting in higher-level learning for students. One hundred percent of all teachers participated in content related Professional Development. One and one-third percent of teachers are not highly qualified.

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

All school councils have a policy regarding the effective use of technology in instruction. School leadership has not developed or implemented a plan for evaluating the effectiveness of instructional technology. District leadership tracks frequency of student usage of technology but not the effectiveness of the usage.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Some schools analyze student work regularly. Release days are provided to give teachers time to analyze student work. These days are also used for data analysis and curriculum alignment.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Board policy directs each school to establish standards for out-of-school assignments to address the amount and the type of reasonable homework assignments by grade level. District leadership does not monitor or review council policies for implementation to ensure that homework is a meaningful extension of classroom learning.

Summary of recommendations in: **Academic Performance**

Standard 3 Instruction

The superintendent and district administrators should monitor instructional practices to ensure that all staff and students have high expectations for academics and behaviors.

The superintendent and district administrators should use the walk-through process and other tools to monitor classroom instructional practices to ensure instruction is modified based on the results of data analysis.

Resources:

Barr, R. & Parrett, W.H. (2007). The Kids Left Behind: Catching Up the Underachieving Children of Poverty. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9

Fullan, M.G., Hill, P. & Crevola, C. (2006). Breakthrough. Thousand Oaks,CA:Corwin Press.

Silver, H., Strong, R.W. & Perini, M.J. (2000). So Each May Learn. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 0871203871

Tomlinson, C. A. (2001). How to Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision & Curriculum Development. ISBN: 0871205122

Whitaker, T. (2004). What Great Teachers Do Differently. Larchmont, NY: Eye on Education.

Winebrenner, S. (1996). Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students. Minneapolis, MN: Free Spirit Publishing Inc.

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, classroom displays, committee meeting minutes and agenda, committee rosters, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, district technology plan, eWalk data, examples of school to home communications, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Kentucky Performance Report disaggregated data, newspaper clippings/press releases, organizational charts, parent and community member workshop schedule, perception survey results, report cards/progress reports, school council meeting agenda and minutes, school newsletter, School Report Card data, school Web pages, school/district safety plan, staff development agenda, student handbook and student/parent/staff handbooks

Interviews with assistant superintendent(s), central office staff, community members, curriculum resource specialist, district leadership, Family Resource/Youth Services Center personnel, local board of education members, parents, school council members, school leadership, students, superintendent, teachers and volunteers

Observations of classrooms and common areas

Performance Rating 3

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

School principals meet monthly with district level staff when input may be given. Teaching staff serve on various committees (e.g., certified evaluation plan, acceptable code of behavior committee; and comprehensive district and school Improvement planning committee). Curriculum specialists from across the district are involved in principal meetings.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

The district regularly shares information with stakeholders regarding pertinent activities at the school via Website, newsletters, monthly calendars, etc. This information is communicated one-way.

4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 3

and an appreciation of diversity.

District leadership provides services that target cultural, social and economic barriers to learning (i.e. Title One, school guidance programs, and Family Resource/Youth Services Center, Extended School Services). District leadership has a flexible resource allocation plan to address unique needs of struggling schools.

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

4.1a There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The Board has a research-based policies and procedures manual that provides for a safe, orderly environment that is research-based. The district office has collaborated with local emergency response teams to design inclusive emergency crisis procedures allowing for monitoring and immediate response. District leadership communicates and monitors the learning environment through safe school audit; the distribution of a district code of acceptable behavior and discipline handbook; and review of perception surveys. The board has policies and procedures for grievances and appeals. The board relies on computer access to communicate with stakeholders.

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

The Superintendent continually demonstrates a belief that all children will learn at high levels and conveys this belief to all stakeholders in multiple ways. Not all district leadership or staff demonstrate or share the same belief.

District leadership has encouraged schools to note and celebrate student successes. School councils have included this as a goal in their school plans. The Superintendent communicates successes in quarterly newsletters to the community.

4.1c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

The school district provides a Code of Acceptable Behavior and Discipline and a District Handbook to all students, parents and staff. District leadership expects all schools to have their own academic, discipline and classroom management policies, but not all schools do, nor is there evidence that any analysis is being done to measure the impact of programs.

4.1e Teachers recognize and accept their professional role in student success and failure.

The Superintendent accepts responsibility and clearly expects all staff and school personnel to accept personal responsibility for the success of all

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

students. Some district personnel and teachers indicated that even though they accept the responsibility of student success, it was conditional on outside factors and out of their control; (i.e., parents and students themselves have to also be committed to student success).

4.1f The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

The district and school councils have policies that guide student/teacher ratio that meet state guidelines. A district liaison representative is available to the council when needed.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

District policy requires that student progress reports be sent home regularly. Student academic records are maintained through Infinite Campus and parents have access to the parent portal component. There is no formal district plan for schools to regularly explain or discuss results from the students' report card, or other data in a parent friendly format.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

The district provides opportunities for leadership and school staff to participate in perception surveys. However, it is unclear how these efforts have made a lasting impact on inspiring students to achieve at high levels.

4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

The Superintendent and some board members attend events that are scheduled to celebrate student successes. Students are identified, recognized and invited to attend board meetings to celebrate their successes.

Summary of recommendations in: **Learning Environment**

Standard 4 School Culture

District should establish a culture of high expectations for ALL students among district leadership and instructional staff.

District should establish a comprehensive communication plan that provides for effective two-way communication between all stakeholders; and includes multiple forms that do not rely solely on technology or literacy skills.

Resources:

Henderson, A. T. & Mapp, K. L. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Austin, TX: Southwest Educational Development Laboratory.

Inside the Black Box of High Performing High Poverty Schools, Lexington, KY:Prichard Committee for Academic Excellence.

Prichard Committee Parent Involvement Toolkit. http://www.prichardcommittee.org

SISI Toolkit Standard 4. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/ SISI_Toolkit/Standard%204/Standard%204%20By%20Standards.htm

Kentucky School updates: A Parent/Citizen Guide for 2006-2008 Prichard Committee for Academic Excellence.

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, civic group programs/agenda, classroom assessments, classroom assignments, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district technology plan, employee handbooks, eWalk data, examples of school to home communications, faculty meeting agenda, Family Resource Youth Services Center advisory council/subcommittee meeting minutes, Family Resource Youth Services Center documentation, Implementation and Impact Checks, Kentucky's Core Content for Assessment, lesson plans/units of study, needs assessment data, organizational charts, perception survey results, professional development records, roster of teaching assignments, samples of classroom assessments, samples of written correspondence to staff & stakeholders, school budget and allocations, school calendar with motivational and celebratory events, school council meeting agenda and minutes, school event calendar, school financial reports, school mission, belief and vision statements, school newsletter, school profile, School Report Card data, school Web pages, staff development agenda, student handbook and student work

Interviews with central office staff, counselor, curriculum resource specialist, district leadership, Family Resource/Youth Services Center personnel, school council members, school leadership, students, superintendent and teachers

Observations of cafeteria and common areas

Performance Rating 3

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

The district ensures schools provide a variety of services such as Extended Schools Services, correspondence courses, credit recovery, tutoring, and summer school to assist students who need more time to master the curriculum. Schools provide time for advisor/advisee programs to utilize materials from Stephen Covey and Dave Ramsey as well as additional support in the math curriculum.

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

The Board of Education has policies to provide for the maintenance, security

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Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating 3

and quality of the district student record system. Individual student academic records are maintained through Infinite Campus. Individual Learning Plans are used effectively to meet their individual learning goals.

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating 2

5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

The advisory councils of programs such as Gaining Early Awareness and Readiness for Undergraduate Programs and Family Resource/Youth Services Centers involve stakeholders in the promotion of both district and school programs. There is limited district effort to engage the community to promote programs and services for all students. The district expects school leadership to include all stakeholders in the evaluation of programs. District leadership monitors dropout and transfer rates. The district provides options for students such as summer school, correspondence courses and credit recovery but does not involve all partners in developing prevention strategies. Representatives from some stakeholder groups are not involved in the development of district belief statements and they do take part in the review process.

5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

District leadership ensures that all students have access to programs such as Family Resource/Youth Services Center, Extended School Services, Title One, technology, and guidance at the school level. District and school leadership support technology resources such as virtual high school, correspondence, credit recovery, and Carnegie Math toward allowing equal access to the academic core. The local board has adopted policies to ensure that all students have equal access to the academic core. District leadership monitors programs funded from federal and state grants but does not always ensure they effectively support student learning.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Schools effectively identify students experiencing learning problems and provide opportunities to participate in programs to improve learning. (i.e. Read 180, Carnegie Math, and Fast ForWord). The schools collaborate with the community in various programs to support students and to reduce barriers to learning through the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) and Family Resource/Youth Services

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating 2

Center programs. The Gaining Early Awareness and Readiness for Undergraduate Programs program involves stakeholders in providing activities such as peer-to-peer tutoring and college visits. The schools collaborate with parents and the community to offer programs including Challenge Day to address concerns relating to bullying; the Back Pack program to provide nutritious meals for students needing assistance during weekends; freshman orientation; Autisim/Asperger Information Night and Support Groups. Policies are in place, but the procedures for requesting health and social services are not clearly communicated to all stakeholders. District leadership provides opportunities for staff training on the impact of cultural differences on teaching and learning. The district leadership also provides access to a variety of instructional materials for students, but training has not emphasized the differentiation of instruction to meet the unique learning needs of all students. The impact of training is not always monitored for effectiveness by the district.

Summary of recommendations in: **Learning Environment**

Standard 5 Student, Family and Community Support

The District should develop clear procedures for assessing and monitoring services to reduce barriers to learning

District leadership should provide on-going, sustainable training and monitoring for all district and school staff on strategies to differentiate instruction to meet the needs of all students.

District leadership should monitor the impact of staff training on student achievement.

District leadership should develop a systematic process to engage all stakeholders in district decision making

Resources:

Christenson, S.L. & Sheridan, S.M. (2001). Schools and Families: Creating Essential Connections for Learning. New York, NY: The Guilford Press.

Decker, L.E. & Decker, V.A. (2001). Engaging Families & Communities: Pathways to Educational Success. Fairfax, VA: National Community Education Association.

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). School, Family, and Community partnerships: Your Handbook for Action (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.

Hiatt-Michael, D.B. (2001). Promising Practices for Family Involvement in Schools. Greenwich, CT: Information Age Publishing.

Prichard Committee for Academic Excellence, Lexington, KY - www.prichardcommittee.org

SISI Toolkit Standard 5. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%205/Standard%205%20By%20Standards.htm

Commissioner's Parents Advisory Council-
http://www.education.ky.gov/KDE/Instructional+Resources/Student+and+Family+Support/Parents+and+Families/The+Missing+Piece+of+the+Proficiency+Puzzle.htm

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, certified personnel evaluation plan and process, district budget and allocations, district Effective Instructional Leadership Act records (EILA), employee handbooks, eWalk data, examples of school to home communications, Implementation and Impact Checks, individual professional growth plans, professional development records, School Report Card data and staff development agenda

Interviews with central office staff, counselor, curriculum resource specialist, district leadership, parents, school leadership, superintendent and teachers

Observations of classrooms, common areas and computer lab

Performance Rating 3

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

District leadership collects data on staff participation in professional development activities and emphasizes to school leadership that these activities must result in measurable outcomes. A district administrator attends professional development provided during the three release days at each school, and the agenda for each of these days is approved in advance by the district. Schools have focused on common assessments and scoring of open response items in recent professional development days.

6.1e Professional development is on-going and job-embedded.

District and school leadership comply with the requirements of the Educational Instructional Leadership Act. Professional Development for district staff is standards-based, job-related and on-going.

6.2a The school/district provides a clearly defined evaluation process.

The local board of education has policies requiring regular evaluation of all employees. The district has well-defined evaluation procedures and schedules that include standards, formative and summative evaluation processes and an appeals procedure.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 3

Professional development resources are adequate and distributed equitably among schools based on needs identified in their school improvement plans. Additional funds are made available to schools which have unique needs beyond those identified in their plans. The district works closely with school leadership in allocating professional development funds.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Individual growth plans for staff are aligned to needs identified in the individual's formative and summative evaluation. The district has recently established a "Mentoring Valuable People" program that pairs a curriculum specialist as a coach with a teacher needing additional growth and improvement. This program also provides orientation and mentoring for teachers new to the district.

6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

The district provides support and assistance to administrators in effectively implementing the staff evaluation process. The approved evaluation plan meets statutory and regulatory requirements. District and school leadership provide coaching and feedback to improve teaching practices as part of the evaluation process.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

The superintendent guides school leadership in issues arising in the evaluation process and reinforces positive changes in teacher behavior. Additional assistance is provided to principals through the "Mentoring Valuable People" program which provides intensive mentoring and coaching for identified teachers.

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 2

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Professional development of all staff is part of the districts plans for improving student achievement. Each school has a professional development plan. The plans were developed by a committee of school curriculum specialists and the district instructional supervisor and based on staff surveys. In addition, the district provides three days of release time for school level professional development. The district also provides workshops on a variety of topics such as, Using Measurements of Academic Progress Data, Vocabulary Activities, Hands On Science, etc., throughout the school year for which teachers receive credit. The district comprehensive improvement plan uses teacher and administrator evaluations and professional growth plans to develop a long-term professional development plan. Professional growth plans for some school leaders describe job priorities rather than activities that enhance their ability to support improvement in instruction. A process to systematically measure the impact of professional development on student achievement is not in place.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

School professional development plans are developed collaboratively by district and school leadership. Not all professional development activities identified by leadership for the high school are job-embedded, on-going or built on previous professional development.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

For most of schools, district and school leadership identify professional development that is congruent with the identified goals of the district and school comprehensive improvement plans and improving student performance. The needs assessment section of the district and school comprehensive plan states that district leadership will participate in professional development to enhance classroom instructional practices. However, plan activities do not identify specific professional development for district or school leadership.

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 2

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Analysis of student performance data is conducted jointly by district and school leadership. The results of this analysis inform the development of comprehensive improvement plans and professional development. However, professional development that addresses the unique and diverse learning needs of all students is not identified. Some school professional development plans do not have a direct connection to student performance data. In these instances, district leadership provides limited assistance to ensure that the plan is directly related to analysis of student performance data.

6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals.

The current comprehensive district improvement plan calls for school and district leadership to participate in professional development to enhance classroom instructional practices. However, the plan does not have specific activities identified for this purpose.

Summary of recommendations in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

The district should ensure that Breckinridge County High School's professional development plan is congruent with identified goals of its comprehensive improvement plan and the improvement of student achievement.

The district should ensure that district and school leaders use staff evaluation to develop individual growth plans that are aligned with the goals of the comprehensive improvement plans and the district long-term professional development plan.

Individual growth plans for district and school leaders should consistently focus on enhancing their professional capacity to effectively support the district and schools in achieving the goals of comprehensive improvement plans and support the improvement of classroom instruction.

District and school comprehensive plans and professional development plans should include activities that address the unique and diverse learning needs of all students.

The district should establish processes to systematically measure the impact of professional development on classroom instruction and student achievement.

Resources:

Danielson, C. & McGreal, T. (2000). Teacher Evaluation to Enhance Professional Practice. Alexandria, VA: Association for Supervision & Curriculum Development.

Developing Individual Professional Growth Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). SISI Toolkit, Standard 6. http://www.education.ky.gov/SISI_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc

Killion, J. (2007). Assessing Impact: Evaluating Staff Development. Thousand Oaks, CA: Corwin Press, Inc.

Reeves, D.V. (2006). The Learning Leader: How to Focus School Improvement for Better Results. Alexandria, VA: Association for Supervision & Curriculum Development.

Results-Based Staff Development. National Staff Development Council. http://www.nsdc.org/connect/projects/resultsbased.cfm

SISI Toolkit Standard 6. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%206/Standard%206%20By%20Standards.htm

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, classroom displays, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, eWalk data, facility inspection reports, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, Kentucky Performance Report disaggregated data, perception survey results, professional development records, safe schools data reports, school mission, belief and vision statements, School Report Card data and school/district safety plan

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, curriculum resource specialist, district leadership, local board of education members, school council members, school leadership, superintendent and teachers

Performance Rating 3

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

School principals report student academic progress to the school board through regularly scheduled meetings during the year. The superintendent updates the school board on the most current data regarding student achievement and displays current individual school reports and graphs on the walls of the board room. District leadership collaborates with school leadership and school staff regarding curriculum and instructional decisions.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

The district improvement planning process includes the disaggregation of all available assessment data for the purpose of assisting schools in planning for improved student achievement. The data compares the achievement of all population subgroups and is intentionally used to plan strategies intended to meet the unique learning needs of all students.

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 3

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

District leadership, in partnership with the community emergency response team, collaborates to prepare safety plans and procedures for every school. The school board has policies and procedures that support a safe learning environment. District and school personnel monitor the implementation of these procedures on a regular basis.

7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

District leadership supports school councils, reviews the policies, by-laws, and meeting minutes. Leadership provides guidance and support when requested. District administrative staff members are assigned to individual schools to monitor school council meetings and to provide information and support. Training tools and professional development are offered by the district.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The superintendent holds all principals accountable for instructional leadership and student achievement in their schools. The district uses the Interstate Schools Leaders Licensure Consortium standards evaluation protocol to guide the development of all individual growth plans and to hold each administrator accountable. The evaluation protocol is combined with the individual growth plan to specifically address leadership skills and student academic performance. These documents are reviewed regularly with all principals, and more frequently for principals of schools struggling to meet state and federal goals.

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

The district has a mission statement that was developed several years ago using a public process involving school and some community stakeholders. The district leadership team is currently reviewing the mission and vision statements for connection and relevance to the goals of the 2008-09 comprehensive district improvement plan. The district leadership is developing new belief statements which are near completion. A collaborative process is being used to develop beliefs intended to unite all stakeholders in a common focus to improve achievement for all students in all schools. The process to update the mission, vision and belief statements is expected to be completed for the 2009-10 school year. The current mission is displayed in conspicuous places in district facilities. The mission is displayed on all official communications and in school and public gatherings. Most district stakeholders are familiar with the mission, and it is referenced as a guide for district decisions.

7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

The individual growth plans of each district administrator are based on Interstate Schools Leaders Licensure Consortium standards and are focused on effective leadership skills. The individual growth plans are developed and implemented in collaboration with the evaluator. Some individual growth plans contain goals and activities identified in the comprehensive district and school improvement plans. The individual professional growth plans for district office administrators are not yet developed collaboratively with the current superintendent and do not reflect the vision and beliefs communicated in the comprehensive district improvement plan.

7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

District and school leadership and staff have access to Kentucky's Combined Curriculum Documents. The superintendent is beginning to provide the training needed for all district level administrators to provide assistance to the schools in improving student learning. Not all district leadership staff demonstrate the necessary understanding of the Kentucky Combined Documents to assist schools in continuous review and revision of the

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

curriculum to avoid gaps and overlaps.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

District leadership articulates an expectation that school leadership will establish policies and procedures to minimize disruptions of instructional time, but has not monitored to ensure compliance in all schools.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

The superintendent has implemented regular opportunities for district leadership and school leadership to meet together to improve communication and understanding each other's unique needs. This is an attempt to begin the development of a structure that will support school efforts toward continuous improvement and begin to remove barriers to success. Allocations of district resources are formula driven but some allocations are based on student needs.

7.1j There is evidence that the SBDM council has an intentional focus on student academic performance.

District administrators attend all school council meetings. School councils submit their meeting minutes each month to be included in the board of education information material. School council policies and by-laws are reviewed by the district. There is no fully functioning process to monitor and ensure the council meeting and activities consistently focus on instructional matters that affect student academic performance.

Summary of recommendations in: **Efficiency**

Standard 7 Leadership

The Superintendent and district leadership should develop district policies and procedures that establish expectations for best practice differentiated instructional practices in all schools. The district should collaborate with school leadership to complete and implement an aligned curriculum, curriculum maps and common classroom assessments districtwide to ensure that all students are receiving uniform instruction based on Kentucky standards.

The district leadership should examine the impact of the work done by curriculum, assessment and instruction resource administrators and curriculum specialists in each school to increase teacher efficacy for improving the academic performance of students within the targeted subgroups.

The superintendent and district administrative staff should develop a district support program for school councils. This assistance should include a proactive program that targets the development of school and district partnerships to increase and sustain high achievement for all students. A team of school council liaisons under the direction of a district coordinator, should work directly with assigned councils, attend meetings of the council to serve as a resource; and, provide feedback to district leadership about what services need to be provided to councils.

Resources:

DuFour, R., DuFour, R. & Eaker, R. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Educational Service. ISBN 1932127283

Johnson, R. S. (2002). Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press, Inc.

Marzano, R. J. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

McLaughlin, M. W. & Talbert, J. E. (2006). Building School-Based Teacher Learning Communities. New York,NY: Teachers College Press.

O'Hallaron, R. & O'Hallaron, D. (1999). The Mission Primer: Four Steps to an Effective Mission Statement. Richmond, VA: Mission Incorporated.

Preuss, P. G. (2003). School Leader’s Guide to Root Cause Analysis. Larchmont, NY: Eye on Education.

Schmoker, M. (2006). Results Now. Alexandria, VA: Association for Supervision & Curriculum Development.

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district technology plan, enrollment data, equipment inventory, eWalk data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, master school schedule, media materials and inventory, perception survey results, school budget and allocations, school council meeting agenda and minutes, school council policies and bylaws, school financial reports, school mission, belief and vision statements, School Report Card data, school Web pages, school/district safety plan, Software Technology, Incorporated reports, state statute and regulation and student/teacher ration

Interviews with assistant principal, assistant superintendent(s), central office staff, classified staff, curriculum resource specialist, district leadership, local board of education members, media specialist, parents, principal, school council members, school leadership, students, superintendent and teachers

Observations of cafeteria, classrooms, common areas, computer lab and media center

Performance Rating 3

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

District leadership follows the staffing policy approved by school board policy and state regulations. District add-on staffing allocations in Art, Music, and Physical Education are allocated above the full-time equivalency formulas. Some schools receive additional staff to provide for specific student needs. All schools have curriculum specialists and some schools have additional coaches and mentors in math and reading.

8.2a The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

All funding allocations meet state and federal guidelines. Most allocations to the school councils are based on a formula using average daily attendance and/or enrollment. The district has a flexible budgeting process that allows some asset allocations to be made based on individual school needs which are tied to the comprehensive school improvement plans or achievement gap plans. Technology resource allocations are based on either average daily

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 3

attendance figures or percentage of teacher staff at the schools. District leadership has appointed a district liaison to each school council. The district liaison provides support for policy development, budgeting, and planning.

8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Allocations made from discretionary funds are based on individual school needs within the district. Schools conduct needs assessments and develop a five year plan based on the prioritized needs of the school. District leadership reviews the plans and allocates funds based on these priorities. District leadership connects the requests to the comprehensive school improvement plans. The district has set aside money to fund district innovative grants submitted by individual schools and by teachers.

8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

All categorical funds are allocated appropriately to meet the learning the needs of students. District and school leadership integrate resources to more effectively meet the goals identified in the comprehensive district and school improvement plans. State and federal grants are sometimes combined to provide services to meet student achievement goals. All state and federal program resources are reflected in the comprehensive district improvement plan.

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Program coordinators track resource allocations as required by state and federal guidelines. Resources are appropriately allocated, but a fully functioning process for monitoring the impact on student achievement and classroom practices has not been implemented. School board policy requires the superintendent to implement a plan to evaluate resources and program effectiveness. This policy is not fully implemented.

8.1b The master class schedule reflects all students have access to all the curriculum.

Master schedules are developed at the school level with input from the teaching staffs through surveys and/or informal discussions. School principals submit master schedules to the director of pupil personnel for review to ensure the master schedules provide the minimum amount of instructional time per day. There is no formal, defined collaboration between district and school leadership in the design and implementation of the schools' master schedules. There are no district procedures in place that ensure that master schedules reflect equitable access to all students to the entire curriculum. All district staffing allocations comply with school board policy and state guidelines.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

District leadership provides assistance to schools through professional development activities that are connected to the comprehensive district and school improvement plans and individual professional growth plans. District leadership conducts scheduled walk-throughs to monitor the implementation of instructional strategies and resources but does not evaluate and monitor for impact on student achievement.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

School board policy defines the number of days allotted for professional development activities and planning. District leadership allots professional development days for schools to conduct vertical and horizontal team planning within grade levels and within departments for curriculum review, common assessments and unit development. District leadership encourages opportunities for daily common planning at the school level, but master schedules are not reviewed to identify opportunities for common planning time throughout the district.

8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

District leadership does not formally assist principals and school councils in designing master schedules. Master schedules are reviewed to ensure that minimum instructional time available meets district and state regulations.

8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The local board members expect assurances from district leadership that resource requests and allocations are connected to the comprehensive district and school improvement plan. Comprehensive district and school improvement plans reports are presented periodically at school board meetings. Most agenda items concerning fiscal expenditures are approved under the consent agenda. But, board members raise questions whenever items need clarification.

Summary of recommendations in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

District leadership should implement specific procedures and policies to monitor all resource allocations and their impact on improving student achievement and on driving classroom instruction.

District leadership should actively collaborate with school councils to design master schedules that ensure all students receive high-quality instruction in a common academic curriculum.

Resources:

Kentucky Association of School Councils - http://www.kasc.net/

http://www.education.ky.gov/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/

Kentucky School Board Association - www.ksba.org

Marzano, R. J., Waters, T. & McNulty, B.A. (2005). School Leadership That Works: From Research To Results. Alexandria, VA: Association for Supervision and Curricumum Development.

Norton, M., Scott, N.M. & Kelly, L.K. (1997). Resource Allocation: Managing Money and People. Larchmont, NY: Eye on Education.

Plecki, M.L. & Monk, D.H. (2003). School Finance & Teacher Quality: Exploring the Connections. Larchmont, NY: Eye on Education.

SISI Toolkit Standard 8. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%208/Standard%208%20By%20Standards.htm

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Performance Rating 3

9.2b The school/district uses data for school improvement planning.

District leadership used multiple sources of student achievement data to identify the needs, goals and priorities identified in the Comprehensive District Improvement Plan. The strategies and activities selected for implementation or continuation are based on review by school curriculum specialists and review of individual school improvement plans.

9.3b The school/district analyzes their students' unique learning needs.

The comprehensive district improvement plan provides results of disaggregated data demonstrating significant disparities between regular students' academic performance in reading and mathematics and that of students with disabilities. Also, the data presented suggest that a lack of differentiated instruction for the gifted and talented population results in a decrease in performance. The comprehensive district improvement plan identifies specific strategies, activities and expected impacts related to increasing the academic performance of these subgroups.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Priority needs identified in the comprehensive district improvement plan were developed using data provided by individual school leaders. Red Flag analysis was done at each school. Schools conducted climate surveys, parent surveys, and developed action plans and comprehensive school improvement plans, all of which were submitted to district leadership. These school plans, school needs assessments and priority needs were used to determine common areas for inclusion into the comprehensive district improvement plan.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Most of the goals and expected impacts identified in the 2008-09 comprehensive district improvement plan are stated in measurable terms. There is collaboration and communication between school-based instructional leadership and district leadership related to the development of goals. The

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 3

comprehensive district improvement plan sets goals focusing on instructional and organizational effectiveness relating to priority instructional programs and priority professional development needs in the following areas: priority instructional programs, priority staff development needs (as facilitated by curriculum specialists), celebration of successes, increasing successful transitions, and increasing parental involvement.

9.6a The plan is implemented as developed.

District leadership monitors activities through classroom walkthroughs. The superintendent meets with school leadership monthly. District administrators are assigned to attend school council meetings. School principals meet monthly with district level staff. A curriculum specialist is assigned the responsibility for coordination of comprehensive district improvement plan components. District staff members are aware of comprehensive district improvement plan goals and have assigned responsibilities for monitoring the implementation of the strategies and activities designed to meet those goals.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

District and school staff monitores students' progress as required by the comprehensive district improvement plan. This includes regular walk-through observations. Individual student progress is monitored at three testing windows including common assessments. The superintendent reviews monthly progress reports (e.g., Measurements of Academic Progress, Success Maker Enterprise, Read 180, GRADE, Scholastic Reading Inventory, and Carnegie Math).

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

The district's current vision and mission statements were drafted several years ago. At a recent school board and district leadership retreat, these documents were reviewed and a draft of belief statements was created. After a review by stakeholders, the board will review and adopt final statements.

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

District leadership based the stated measurable goals of the comprehensive district improvement plan on multiple data sources and information provided by school leadership. These include Red Flag Analysis related to disaggregated data from the Commonwealth Accountability Testing System (CATS), Measures of Academic Performance (MAP), No Child Left Behind reports, climate surveys and parent involvement surveys.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are viewed by the planning team.

The goals, priority needs, and expected impacts identified in the 2008-09 comprehensive district improvement plan are based on state and national goals. However, this comprehensive district improvement plan does not identify the extent to which the measurable goals, objectives, and expected impacts identified in the comprehensive district improvement plan (2007-08 and previous) have been met. Also, the current comprehensive district improvement plan does not identify any formal review of research used to determine which strategies and activities would be most effective in achieving the targeted instructional outcomes sought.

9.3c The desired results for student learning are defined.

A goal of the comprehensive district improvement plan states that the district will meet Adequate Yearly Progress targets for all populations in all content areas by June of 2009. The district is implementing activities designed to assist the schools in meeting the needs of all students. The activities are not consistently stated in measurable terms nor do they contain benchmarks for

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

regular monitoring toward completion. Implementation of some activities is pending the results of the scholastic review report.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

The comprehensive district improvement plan and comprehensive school improvement plans contain measurable goals for reducing gaps among subpopulations. The comprehensive district improvement plan states that district priority needs and activities are based on data submitted by schools and by action plans and comprehensive school improvement plans submitted by each school. However, there is not a full integration of all planning documents and activities. Elementary school level activities are guided more by the comprehensive district improvement plan than are those at the middle and high schools. The comprehensive district improvement plan states that improvement in reading and mathematics skills will be accomplished through the use of research-based strategies.

9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

All measurable achievement goals in the comprehensive district improvement plan are scheduled to be achieved within one school year. There are no identified interim benchmarks. The comprehensive district improvement plan does not contain information about the extent to which previous annual plan goals, objectives and expected impacts were attained in order to guide decisions about time frames and the extent of improvement appropriate for the current plan. Resources are based on need and are adequate. Grant funds, title funds, and general funds are integrated and each comprehensive district improvement plan goal and expected outcome has personnel and funding resources assigned to it.

9.5c The means for evaluating the effectiveness of the improvement plan are established.

District leadership has procedures in place for continuous monitoring of activity and progress of comprehensive district improvement plan components. However, the plan does not specify research-based strategies for evaluating the effectiveness of specific strategies and action components in meeting measurable, expected impacts. All school councils report regularly

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

to the local board regarding the progress made on the comprehensive school improvement plan.

9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

A district mission and vision is stated on the cover of the published comprehensive district improvement plan. However, there is no further reference to these statements in the plan and comprehensive school improvement plans do not reference the district's mission and vision statements. The mission and vision statements are under review and a set of beliefs statements is being developed. The current comprehensive district improvement plan does not identify any formal review of research used to determine which strategies and activities would be most effective in achieving the instructional outcomes sought.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

The comprehensive district improvement plan requires that student progress be monitored three times during the school year, and that the data be used to provide interventions and acceleration as needed. In accordance with comprehensive district improvement plan requirements, district leadership conducts regular walk-through observations. However, these walk-throughs are not intentionally focused on the impact of comprehensive district improvement goals on student and classroom practices. District leadership tracks changes in student performance over time using various data such as Success Maker Enterprise, Scholastic Reading Inventory and Measures of Academic Progress.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Although priority needs are identified, the comprehensive district improvement plan, as revised for 2008-09, does not describe the degree to which this information and data indicate that previous plan goals and impact requirements have or have not been met. District Leadership does not use the collected data to make timely modifications based on the changing needs of students. District Leadership makes only annual modifications to meet state

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

and federal guidelines

Summary of recommendations in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

The district should develop formal policies and procedures to monitor and evaluate the implementation and effectiveness of all program components in the comprehensive district improvement plan.

There should be a close integration of comprehensive school improvement plans with the comprehensive district improvement plan, and a close, apparent relationship between the plans' contents and the district's vision, mission and belief statements.

A formal year-end report relating to plan component implementation and effectiveness should be required by policy. This report should be used to make determinations relating to appropriate timelines and progress requirements in subsequent comprehensive district improvement plans.

Resources:

Comprehensive School and District Improvement Planning. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/

Comprehensive School Improvement Plan Data Analysis. Standards and Indicators for School Improvement Toolkit. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40604). http://www.education.ky.gov/SISI_Toolkit/Standard%209/PowerPoints/CP%20DATA%20ANALYSIS.ppt

DuFour, R. & Eaker, R.E. (1998). Professional Learning Communities At Work, Best Practices for Enhancing Student Achievement. Bloomington, IN: National Educational Service.

Prioritizing Changes. SISI Toolkit Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Prioritizing%20Changes.doc

Schmoker, M. (2001). The Real Causes of Higher Achievement. Alexandria, VA: Association for Supervision & Curriculum Development.

Schmoker, M. (1999). Results: The Key to Continuous School Improvement. Alexandria, VA: Association for Supervision & Curriculum Development.

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Summary of Next Steps:

Leadership should immediately develop and implement an intentional process to create a culture of high expectations for all stakeholders. All certified and non-certified staff, parents and students should be held accountable for increasing proficiency for all students. District and school leadership should foster a sense of community collaboration that includes high expectations among families, community leaders and staff.

District instructional leaders should work directly with school leaders and teacher teams to clarify purposes and expectations for the use of relevant student assessment data (e.g., Measures of Academic Progress, common assessments, SuccessMaker Enterprise, and student work). Among these purposes, district leadership should expect schools to use student data to plan and modify instructional practices that will ensure continuous improvement in student achievement. The district should monitor how teachers set and meet achievement goals and establish benchmarks for individual students and student groups. School and district leadership should help teachers use assessment results and student work to determine appropriate intervention strategies for struggling learners. District leadership should ensure that assessments do not duplicate purpose, scope and frequency.

District leadership should establish policies and procedures to ensure all teachers use varied and differentiated instructional strategies that engage all learners in challenging and student-centered learning activities. District leadership should develop a formal walk-through document for all district and school administrators to use that will provide common focus and consistency in classroom observations. District and school administrators should be trained in best practices of effective and varied teaching strategies to provide timely, meaningful and relevant feedback to teachers regarding observed classroom practices. Walk-through data should be collected and analyzed frequently to modify instructional practices that meet the unique learning needs of all students.

District leadership should ensure that all curriculum documents and maps are fully aligned to Kentucky's Combined Curriculum Documents. The district leadership should provide opportunities for school leaders and teachers to meet frequently to review and revise curriculum documents to ensure alignment between and within grade levels P-12.

District leadership should develop a clear process of monitoring resources that goes beyond meeting local, state and federal guidelines. District and school leadership should have a clear understanding of the impact of individual resources on student achievement. Questions to ask are: "Which reading program produced the greatest gains?" and "Which teaching strategies had the greatest impact on math achievement?" New programs should not be incorporated into the districtwide curriculum until impact studies have been conducted and analyzed.

In Conclusion:

In conclusion the review team would like to thank the Breckinridge County School district for the gracious welcome and cooperation during our visit. Our report represents our best efforts to use information from the interviews and observations we were able to complete prior to the ice storm and to the closing of the district office and schools.

Through review of eWalk data results, review of portfolio documents, completion of Monday's interview schedule and some additional phone interviews we completed prior to the loss of power on Tuesday. We believe our findings and recommendations represent an accurate snapshot of the district's status in its effort to increase achievement for all students. After four days of working under emergency conditions without the ability to travel safely in the area and throughout the state; without electricity heat, hot water, phone and email services; we are submitting this report as our best possible collaborative effort under unprecedented circumstances. We also recognize there could be some inaccuracies as a result of the weather emergency interruption to our scheduled interviews with all stakeholder groups.

To guide the dialogue that will result following delivery of this report, we would like for you to consider the following questions:

What would this district look like if all stakeholders believed that all students could learn at high levels?

How would student achievement improve if all teachers taught a common, aligned, mapped and rigorous curriculum using differentiated instructional strategies that engage all students and meet their unique learning needs?

How can we create a culture within all schools that is centered on student success and has a "no excuses" attitude among all staff, students, parents and community stakeholders?

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1.1 Curriculum **Academic Performance**

1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations

1.1b District initiates, facilitates discussions among schools regarding curriculum standards

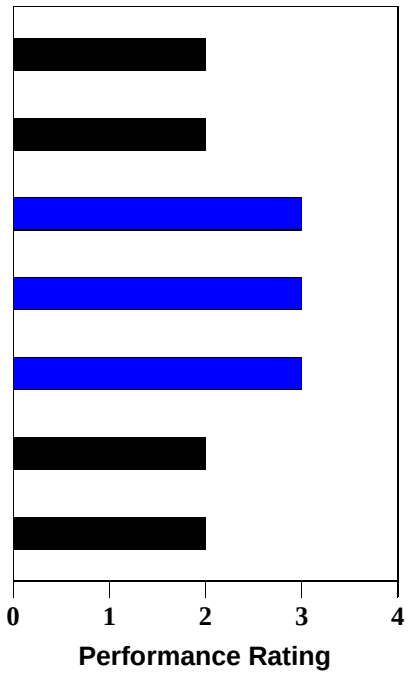
1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps

1.1d Evidence of vertical communication, intentional focus on key curriculum transition points

1.1e School curriculum provides specific links to continuing education

1.1f Systematic process for monitoring, evaluating and reviewing curriculum

1.1g Curriculum provides access to a common academic core



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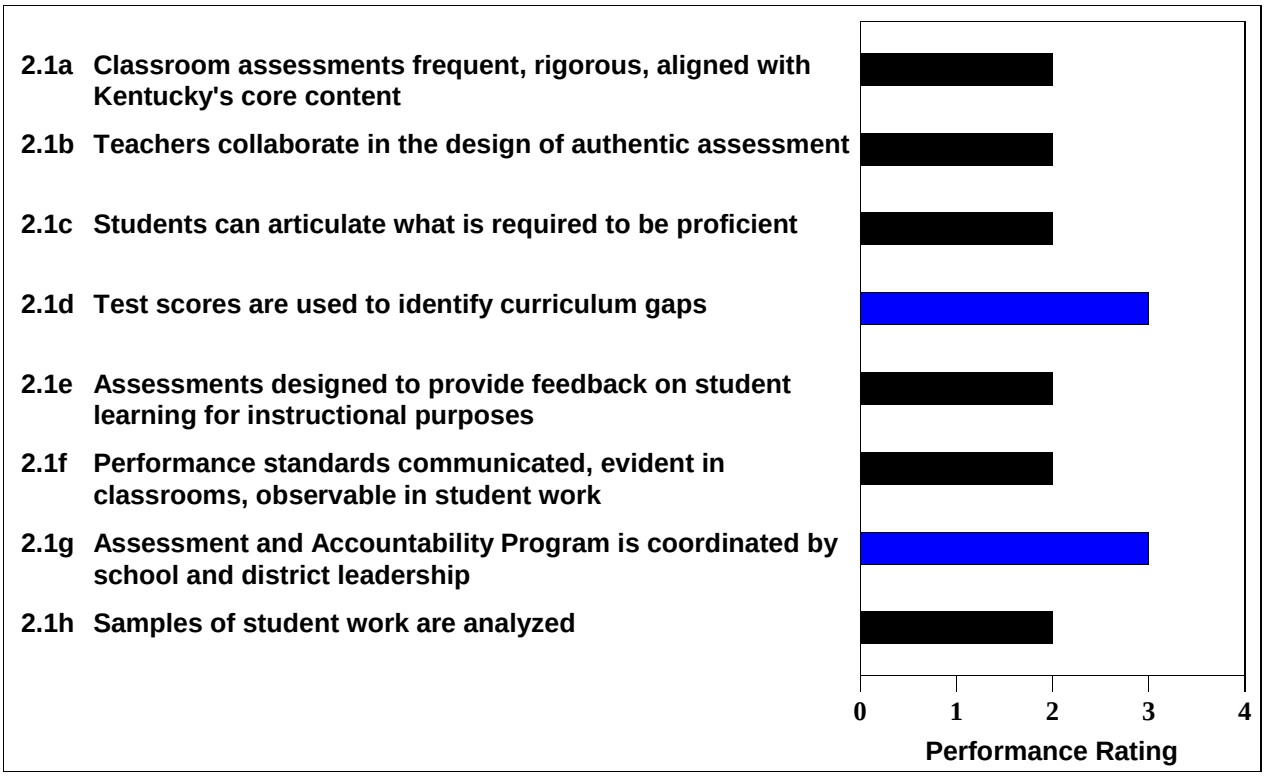
2.1 Classroom Evaluation/Assessment **Academic Performance**



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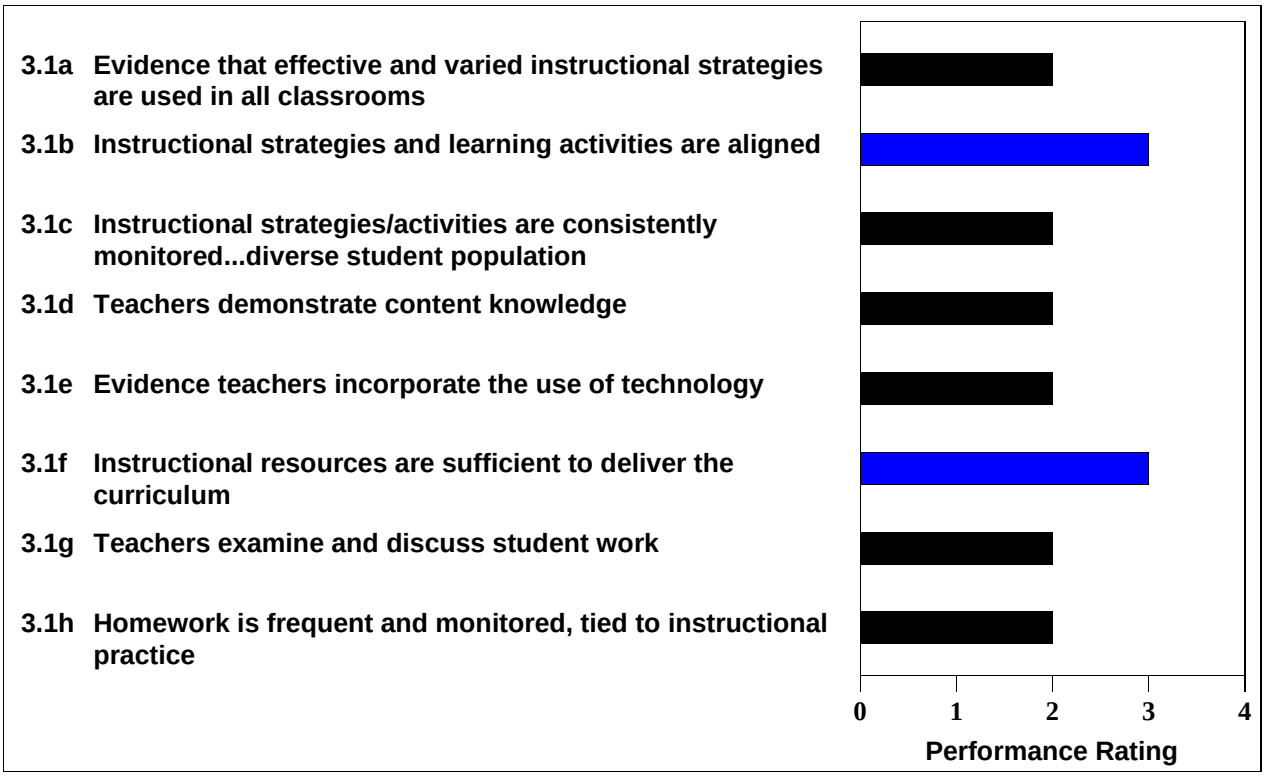
3.1 Instruction **Academic Performance**



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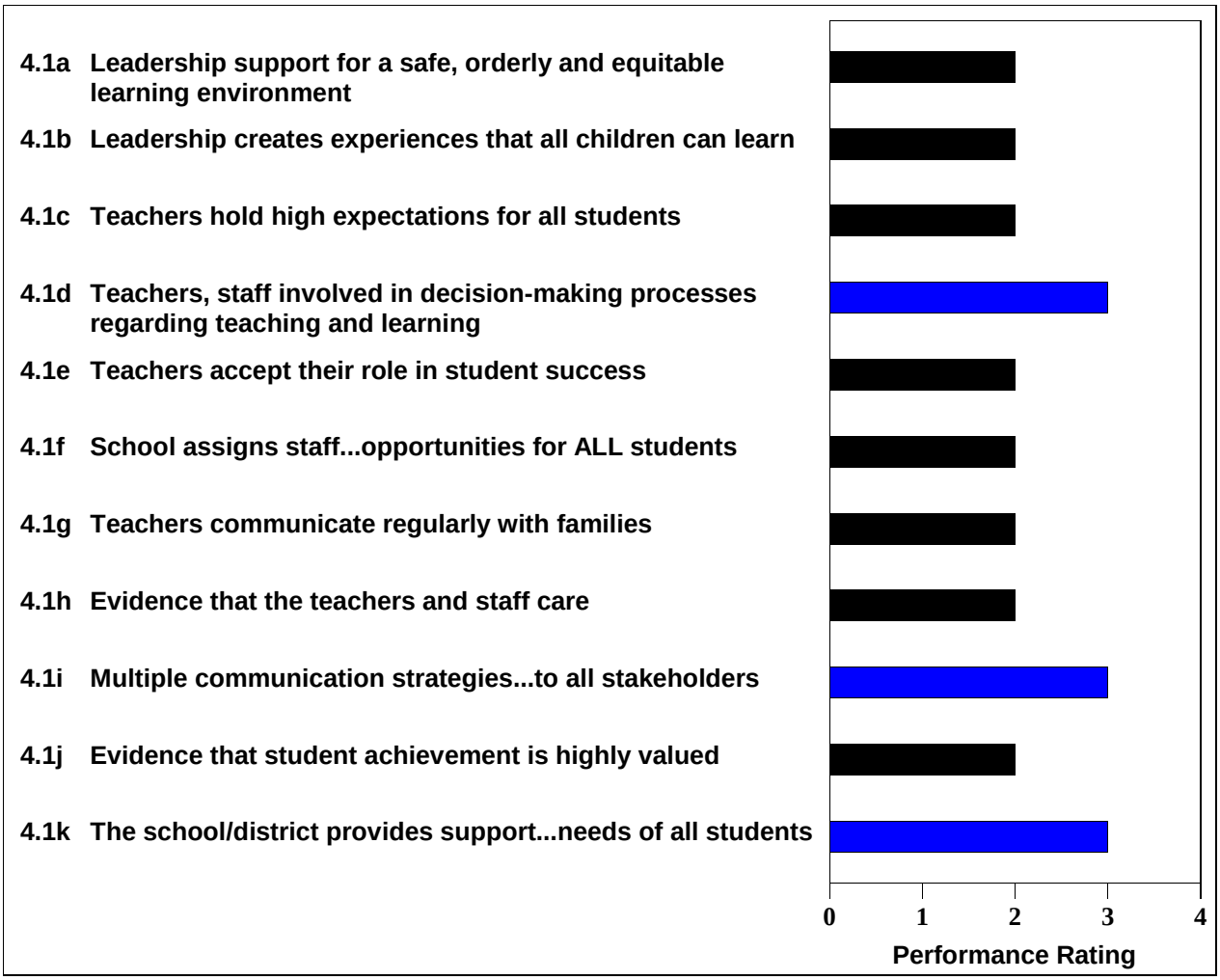
4.1 School Culture **Learning Environment**



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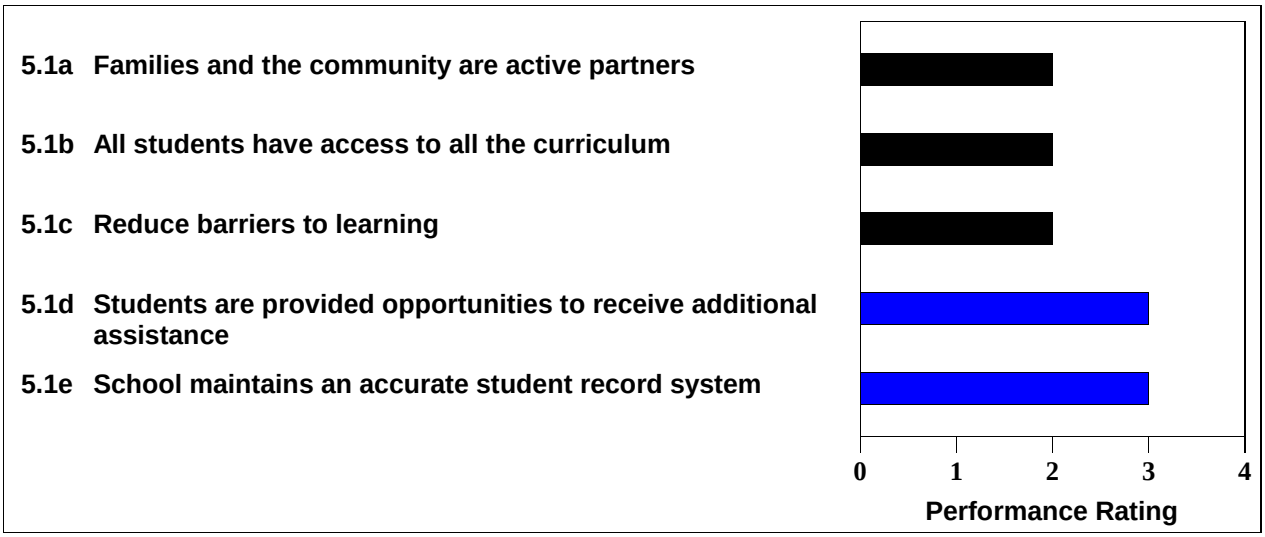
5.1 Student, Family and Community Support **Learning Environment**



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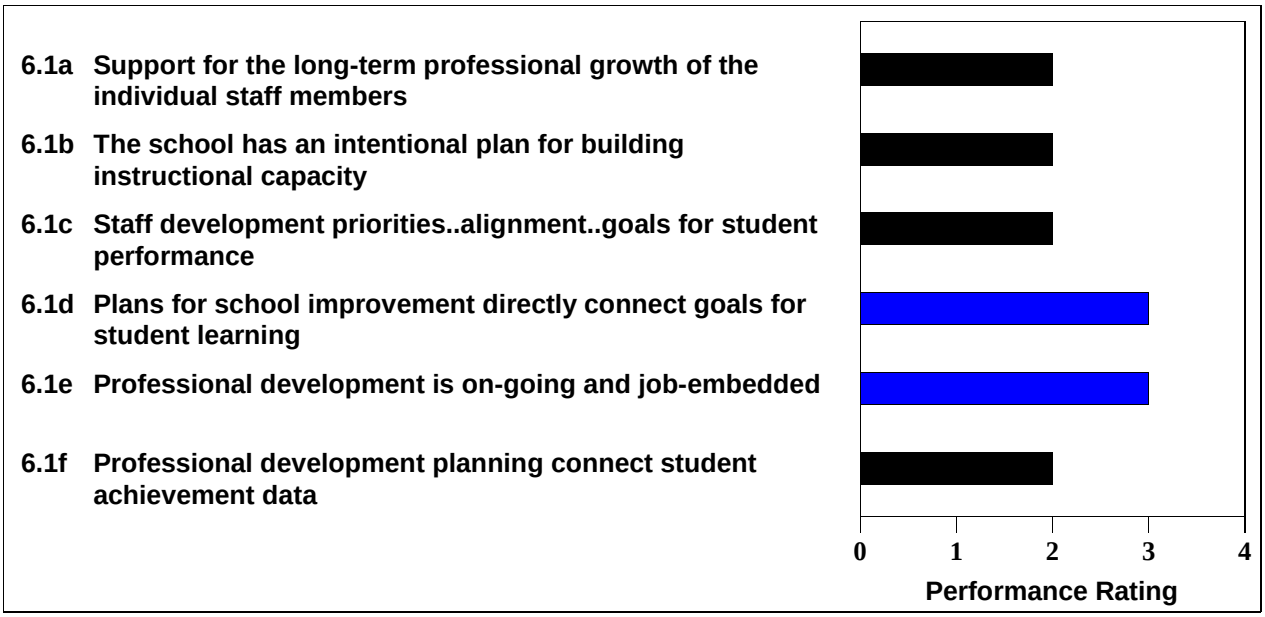
6.1 Professional Development **Learning Environment**



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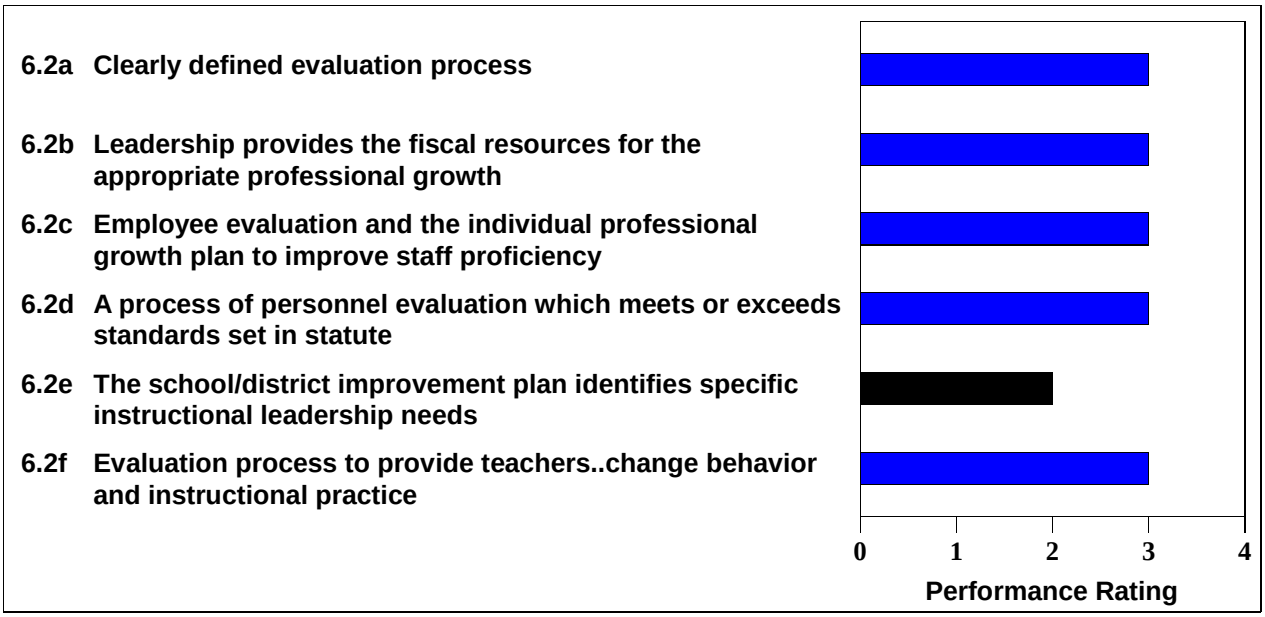
6.2 Professional Growth and Evaluation **Learning Environment**



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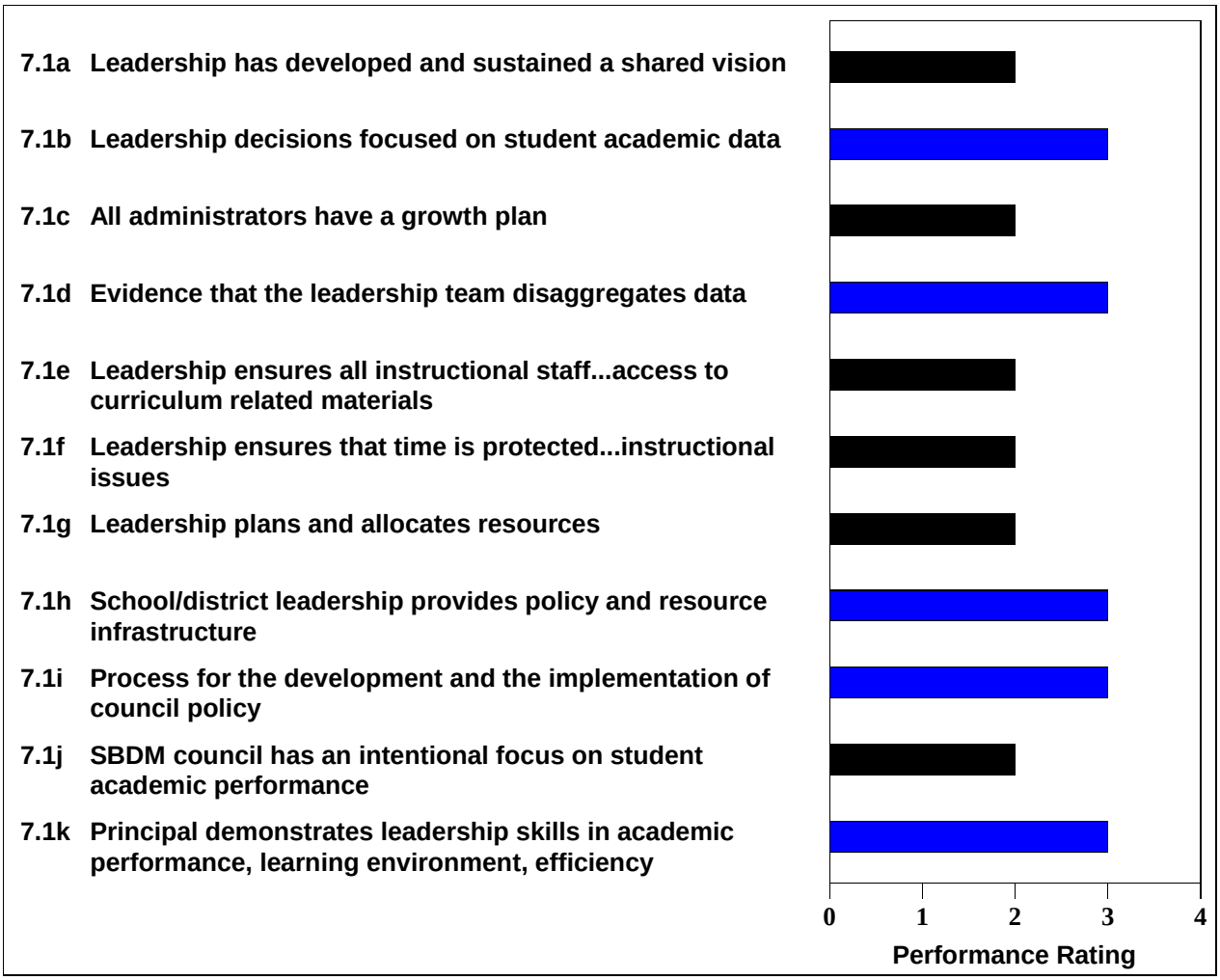
7.1 Leadership **Efficiency**



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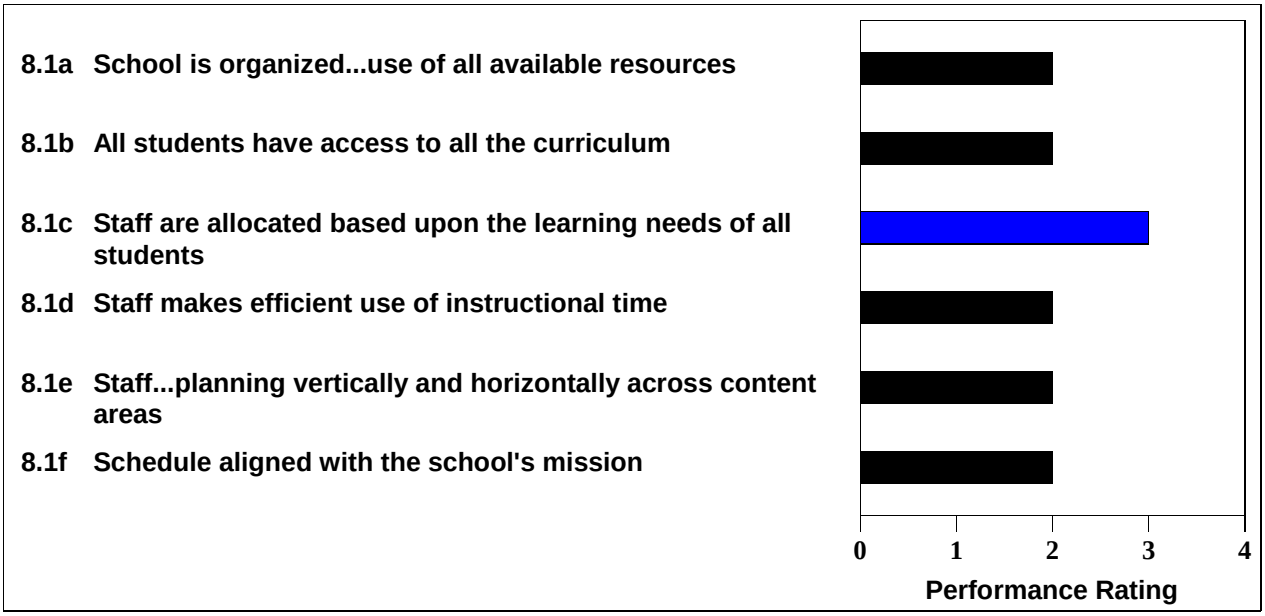
8.1 Organization of the School **Efficiency**



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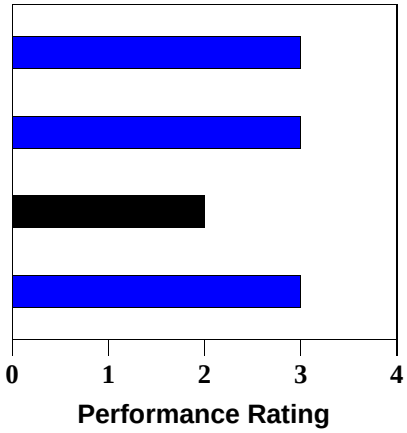
8.2 Resource Allocation and Integration **Efficiency**

8.2a Clearly defined process (in accordance with the school council allocation formula)

8.2b Budget reflects decisions directed by an assessment of need

8.2c Councils, school boards analyze funding and other resource requests

8.2d Resources are allocated and integrated to address student needs



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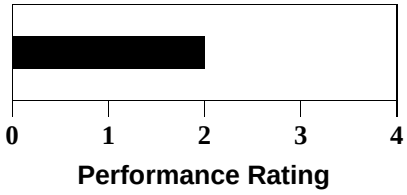
9.1 Defining the School Vision, Mission, Beliefs **Efficiency**

9.1a Collaborative process used to develop the vision, beliefs, mission



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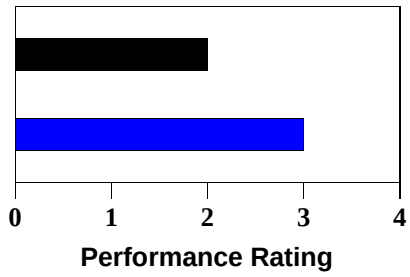
9.2 Development of the Profile **Efficiency**

9.2a Planning process involves collecting, managing and analyzing data

9.2b Use data for school improvement planning



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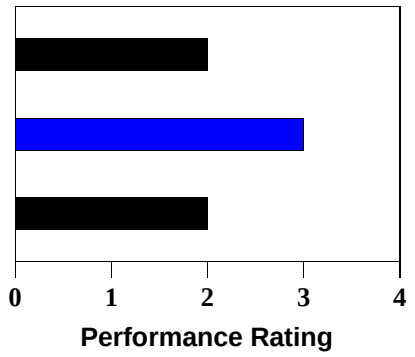
9.3 Defining Desired Results for Student Learning **Efficiency**

9.3a School and district plans reflect learning research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined



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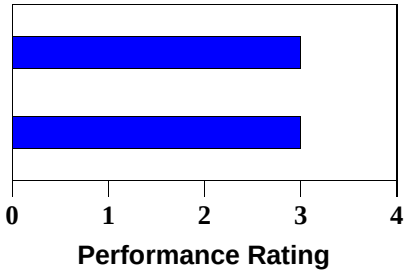
9.4 Analyzing Instructional and Organizational Effectiveness **Efficiency**

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity



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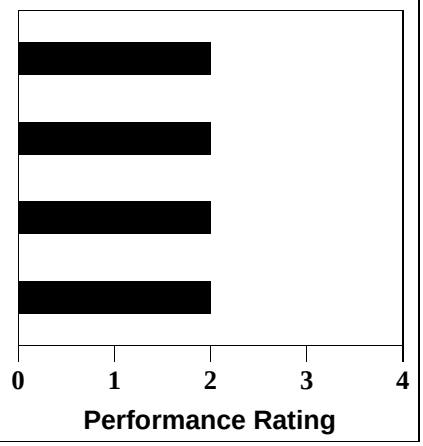
9.5 Development of the Improvement Plan **Efficiency**

9.5a Steps for school improvement aligned with improvement goals

9.5b Plan identifies resources, timelines

9.5c Evaluating the effectiveness of improvement plan

9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results



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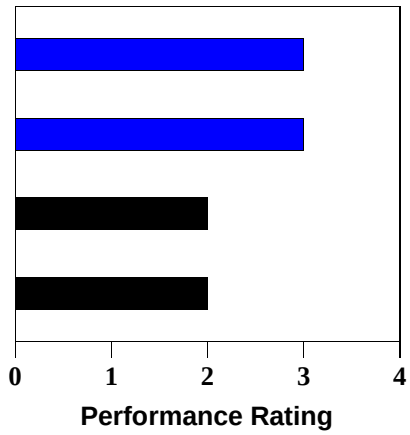
9.6 Implementation and Documentation **Efficiency**

9.6a Plan is implemented as developed

9.6b School evaluates the degree to which it achieves the goals and objectives for student learning

9.6c The school evaluates the degree to which it achieves the expected impact

9.6d Evidence of attempts to sustain the commitment to continuous improvement